

# Deputy Team Manager

## Person Specification

<b>Training and qualifications</b>	<p>Essential</p> <ul style="list-style-type: none"> <li>• A recognised qualification <i>and</i> experience of working in a core profession of Child Psychotherapy, Family Therapy, Clinical Psychology, Social Work, Specialist Education or Child and Adolescent Psychiatry;</li> <li>• Registration with the appropriate professional body such as the Health Care Professions Council (HCPC).</li> </ul> <hr/> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Post-qualification training in evidence-based models of psychotherapeutic practice and help (e.g. CBT, MBT).</li> </ul>
<b>Knowledge and experience</b>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Interest/ability/experience of managing/supporting staff;</li> <li>• Experience of delivering supervision;</li> <li>• Sound knowledge of child development and theories of child and adolescent mental health;</li> <li>• Knowledge and experience of the core competencies and using the evidence base for child and family mental health interventions;</li> <li>• Experience and/or willingness to work therapeutically and a high level of knowledge in implementing interventions with children and young people in community settings;</li> <li>• Experience of delivering online interventions or training;</li> <li>• Extensive experience of working in a clinical role with children, young children, families and their networks;</li> <li>• Experience of carrying out joint work and/or consultation with non-health professionals;</li> <li>• Knowledge of current child care and safeguarding legislation, policy and practice in relation to children and families and mental health;</li> <li>• Experience of working cross-culturally as well as thinking about cultural issues in relation to clinical practice;</li> <li>• Experience of working with complex cases;</li> <li>• Experience of multi-agency working and training with professionals in school and social care;</li> <li>• Experience of developing and implementing service user participation in a collaborative and empowering way;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Experience of working with outcome measures in therapy;</li> <li>• Experience of maintaining appropriate records.</li> </ul>
	<p>Desirable</p> <ul style="list-style-type: none"> <li>• Experience of networking with commissioners and other partners;</li> <li>• Experience of teaching or training professionals in a mental health or social care setting.</li> </ul>
<b>Skills</b>	<p>Essential</p> <ul style="list-style-type: none"> <li>• High level of skills in implementing interventions with children, young people, families and professionals;</li> <li>• A track record of successful working in school environments including remote working;</li> <li>• Demonstrated capacity to engage teaching staff;</li> <li>• Demonstrated skills in being part of a leadership group;</li> <li>• Ability to form good working relationships in a multi-disciplinary setting;</li> <li>• Willingness to learn new approaches and work in a variety of settings;</li> <li>• Ability to communicate clearly and effectively about complex issues both verbally and in writing, including with non-mental health professionals;</li> <li>• Ability to keep accurate notes and records;</li> <li>• Ability to plan and organise own workload.</li> </ul>
<b>Other requirements</b>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Understanding of and commitment to equity, diversity and inclusion;</li> <li>• A commitment to expansion of a diverse workforce;</li> <li>• Ability to actively promote a culture of diversity awareness in a clinical team;</li> <li>• A positive attitude to issues of diversity and the ability to relate well to a wide range of personal and cultural backgrounds;</li> <li>• Ability to engage with and use clinical supervision and line management supervision;</li> <li>• Advanced IT skills particularly Microsoft Word, Excel, Outlook and PowerPoint;</li> <li>• Ability to manage own workload and prioritise conflicting deadlines with little supervision and working remotely;</li> <li>• Proactive approach to problem solving;</li> <li>• Ability to work well under pressure;</li> <li>• Tact, diplomacy and confidentiality;</li> <li>• Ability to work independently and as part of a team.</li> </ul>

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